

Hardee County Schools

# Bowling Green Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>9</b>
<b>III. Planning for Improvement</b>	<b>13</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>17</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>17</b>
<b>VI. Title I Requirements</b>	<b>20</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>28</b>

# Bowling Green Elementary School

4530 CHURCH AVE, Bowling Green, FL 33834

[www.hardee.k12.fl.us/bowling\\_green](http://www.hardee.k12.fl.us/bowling_green)

## School Board Approval

This plan was approved by the Hardee County School Board on 10/26/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

We provide all students a high-quality education in a nurturing and creative environment to develop responsible citizens.

**Provide the school's vision statement.**

Empower and inspire all students for success.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Durastanti, Stuart	Principal	Principal
Rivas, Ray	Dean	Dean of Students
Wilson , Amy	Instructional Coach	K-5 Instructional Coach
Tyson, Kim	School Counselor	School Counselor
Flores, Gloria	Teacher, K-12	4th Grade Teacher
Derringer, Brittany	Teacher, K-12	2nd Grade Teacher
Butler, Christina	Teacher, K-12	2nd Grade Teacher
Johnson, Cherie	Teacher, K-12	1st Grade Teacher
Klein, Malena	Teacher, K-12	1st Grade Teacher
Morris, Debbie	Teacher, K-12	Kindergarten Teacher

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Bowling Green Elementary holds a SAC committee meeting once a quarter. The SIP is a permanent agenda item. At the September SAC meeting all stakeholders provides meaningful input on the draft SIP. The school leadership team provides ongoing input and feedback on the SIP.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is a permanent agenda item on school leadership team meetings and SAC meetings. This guarantees that we are regularly monitoring the implementation and impact of the SIP. Data Chats are also conducted quarterly to gauge the impact on student achievement.

Demographic Data	
<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	74%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>2021-22 ESSA Identification</b>	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b>	2021-22: A  2019-20: B  2018-19: B  2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	6	7	6	5	6	0	0	0	37
One or more suspensions	2	0	1	0	3	0	0	0	0	6
Course failure in English Language Arts (ELA)	8	3	8	8	0	0	0	0	0	27
Course failure in Math	3	2	4	5	0	0	0	0	0	14
Level 1 on statewide ELA assessment	0	0	0	12	14	12	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	14	13	3	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	14	15	14	0	0	0	52

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	5	10	11	2	0	0	0	34

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	3	8	4	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

### Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	7	6	7	6	5	0	0	0	36
One or more suspensions	1	1	1	1	0	0	0	0	0	4
Course failure in ELA	8	2	6	7	0	0	0	0	0	23
Course failure in Math	4	3	4	4	0	0	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	21	3	6	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	15	6	6	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	21	5	7	0	0	0	35



**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	2	17	3	4	0	0	0	29

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	2	6	12	0	0	0	0	0	28
Students retained two or more times	0	0	0	6	0	0	0	0	0	6

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	7	6	7	6	5	0	0	0	36
One or more suspensions	1	1	1	1	0	0	0	0	0	4
Course failure in ELA	8	2	6	7	0	0	0	0	0	23
Course failure in Math	4	3	4	4	0	0	0	0	0	15
Level 1 on statewide ELA assessment	0	0	0	21	3	6	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	15	6	6	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	21	5	7	0	0	0	35

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	2	2	17	3	4	0	0	0	29

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	2	6	12	0	0	0	0	0	28
Students retained two or more times	0	0	0	6	0	0	0	0	0	6

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	54	54	56	46	56	57
ELA Learning Gains	65	57	61	50	56	58
ELA Lowest 25th Percentile	47	45	52	62	52	53
Math Achievement*	67	64	60	63	71	63
Math Learning Gains	74	64	64	72	70	62
Math Lowest 25th Percentile	61	56	55	65	61	51
Science Achievement*	64	43	51	28	43	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	54			59		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	486
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index	
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	47			
ELL	38	Yes	1	
AMI				
ASN				
BLK				
HSP	62			
MUL				
PAC				
WHT	54			
FRL	59			

**Accountability Components by Subgroup**  
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	65	47	67	74	61	64					54
SWD	38	53		50	47							
ELL	23			38								54
AMI												
ASN												
BLK												
HSP	52	66	50	66	78	69	64					50
MUL												
PAC												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
WHT	57	50		67	43							
FRL	52	67	50	67	75	57	63					40

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	63	69	50	73	66	57	57					58
SWD	42	36		44	38		33					
ELL	38			69								58
AMI												
ASN												
BLK												
HSP	62	67	50	74	62	62	51					64
MUL												
PAC												
WHT	70			77			80					
FRL	61	70	55	73	60	50	54					55

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	46	50	62	63	72	65	28					59
SWD	40			53								
ELL	70	62		80	85							59
AMI												
ASN												
BLK												
HSP	44	47	61	63	71	63	27					56
MUL												
PAC												
WHT	58	64		64	79							
FRL	49	51	61	61	69	62	24					59

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	48%	0%	54%	-6%
04	2023 - Spring	36%	51%	-15%	58%	-22%
03	2023 - Spring	44%	47%	-3%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	50%	53%	-3%	59%	-9%
04	2023 - Spring	43%	61%	-18%	61%	-18%
05	2023 - Spring	74%	61%	13%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	35%	10%	51%	-6%

**III. Planning for Improvement**

**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

4th grade ELA. The 4th graders had a proficiency of 34% as 3rd graders. The proficiency did increase two percent to 36%.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

4th grade ELA. The 4th graders had a proficiency of 34% as 3rd graders. This cohort of students has historically struggled academically.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

4th grade ELA. The 4th graders had a proficiency of 34% as 3rd graders.

**Which data component showed the most improvement? What new actions did your school take in this area?**

3rd grade ELA. New teacher in the grade level.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

5th grade ELA.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Increasing ELA proficiency

Preparing students for the new standalone writing test

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Recruiting and retaining fully certified teachers is essential to the success of the students and the school.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Bowling Green Elementary will retain at least 85% of instructional staff for the 2024-2025 school year.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

The instructional staff levels will be monitored throughout the school year with extra emphasis on the end of the school year.

**Person responsible for monitoring outcome:**

Ray Rivas (rrivas@hardee.k12.fl.us)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Recruitment and Retention Strategies:

Teacher Recruitment Fairs: Organize events where potential teachers can learn about the school's environment and opportunities.

Loan Forgiveness Programs: Provide information on loan forgiveness programs for teachers who commit to teaching in high-need subjects.

Teacher Recognition: Recognize and celebrate effective teachers through awards and public acknowledgments.

Our experienced instructional coach provides excellent support to our new and seasoned teachers. All teachers get outstanding mentor support from our instructional coach.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Proven methods to recruit and retain teachers and protect classroom instruction.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

***No action steps were entered for this area of focus***

## #2. Instructional Practice specifically relating to Benchmark-aligned Instruction

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

What) Description of Area of Focus: Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. (Why) Rational for Area of Focus: K-2 iReady Data. Grade K had 67% of students scoring on grade level. 1st grade had 52% of students scoring on grade level. 2nd grade has 51% of students scoring on grade level. Data showed that 1st grade and 2nd grade were close to below 50% on grade level. This data showed that there was a lack of consistency in tasks aligned to grade-appropriate standards. Rational for Area of Focus: FAST ELA Data. 3rd grade had 55% of students scoring below a level 3. 4th grade had 64% of students scoring below a level 3. 5th grade had 53% of students scoring below a level 3. Data showed that 4th grade was well below 50% scoring a level 3. Students were not provided with consistent opportunities to be successful with benchmark-aligned tasks, and teachers need additional support in effective teaching methods to support learning at the proficiency level especially as it relates to new BEST standards in ELA.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in ELA will be at or above 50% as measured by the FAST assessments for 3rd-5th at the end of the 2023-2024 school year.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

1. Data reviews of Common Assessments and state progress monitoring tool benchmark (FAST)
2. Administrations team will walk classrooms to collect data on implementation of instruction planned during PLCs and student learning outcomes
3. Trend data will be communicated to teachers by administration
4. Individual feedback will be communicated to teachers by administration and coaches based on data outcomes
5. Administrations team will use walkthrough data to tier teachers based on established criteria and identify support needed.
6. Documentation in collaborative planning documents and notes.

### Person responsible for monitoring outcome:

Amy Wilson (awilson@hardee.k12.fl.us)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Utilize Wordly Wise and Magnetic Reading material to create a common foundation of benchmark aligned, rigorous expectations for all students.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When teachers identify gaps in learning and plan instruction to remedy the identified gaps, student outcomes will improve.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence



**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

*No action steps were entered for this area of focus*

**CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

At quarterly Data Chats, data is analyzed for academic trends and gaps. Once these trends and gaps are identified the school leadership team looks for resources to help close the academic gaps. At Bowling Green Elementary we make great use in using supplemental academic materials to close achievement gaps. Supplemental academic materials that have proven to close the gap are: Wordly Wise, Magnetic Reading, Everglades Math, Saxon Phonics, and Reflex Math.

**Reading Achievement Initiative for Scholastic Excellence (RAISE)****Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

What) Description of Area of Focus: Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. (Why) Rational for Area of Focus: K-2 iReady Data. Grade K had 67% of students scoring on grade level. 1st grade had 52% of students scoring on grade level. 2nd grade has 51% of students scoring on grade level. Data showed that 1st grade and 2nd grade were close to below 50% on grade level. This data showed that there was a lack of consistency in tasks aligned to grade-appropriate standards. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers need additional support in effective teaching

methods to support learning at the proficiency level especially as it relates to new BEST standards in ELA.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

What) Description of Area of Focus: Instructional Practice specifically relating to standards- aligned instruction will focus on supporting teachers with research-based practices that follow state adopted standards within the specific content area. (Why) Rational for Area of Focus: FSA ELA Data. 3rd grade had 55% of students scoring below a level 3. 4th grade had 64% of students scoring below a level 3. 5th grade had 53% of students scoring below a level 3. Data showed that 3rd grade, 4th grade and 5th grade was below 50% scoring a level 3. This data showed that there was a lack of consistency in tasks aligned to grade-appropriate standards. Students were not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers need additional support in effective teaching methods to support learning at the proficiency level especially as it relates to new BEST standards in ELA.

### **Measurable Outcomes**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2 Measurable Outcomes**

Proficiency in ELA will be at or above 50% as measured by the FAST assessments (STAR) by the end of the 2023-2024 school year.

### **Grades 3-5 Measurable Outcomes**

Proficiency in ELA will be at or above 50% as measured by the FAST assessments (Cambium) by the end of the 2023-2024 school year.

## **Monitoring**

### **Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

1. Data review of iReady and FAST Assessments
2. Admin team will conduct classroom walkthroughs to collect data on implementation of instruction planned during PLCs and student learning outcomes.
3. Admin team will use walkthrough data to tier teachers based on established criteria and identify support needed.
4. Documentation will consist of collaborative planning documents and student formative and summative outcomes.

**Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Wilson , Amy , awilson@hardee.k12.fl.us

**Evidence-based Practices/Programs**

**Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based programs will be HMH Reading, Saxon Phonics, and Magnetic workbooks.

**Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based programs address the identified needs and are aligned with the BEST ELA standards. These programs or companies have proven track records.

**Action Steps to Implement**

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
*Ensure teachers have a clear understanding of the K-5 BEST ELA standards *Increase teacher knowledge of evidence-based practices of Reading *Identify students not meeting or making progress to benchmark targets during the school year and provide targeted instruction *Engage in ongoing professional development on the implementation of evidence-based programs	Wilson , Amy , awilson@hardee.k12.fl.us

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
 List the school’s webpage\* where the SIP is made publicly available.

1. Communication Channels:

- a. School Website: Create a dedicated section on the school's website to host all relevant documents, including the SIP, and SWP information. Ensure that the documents are easily accessible and downloadable.  
<https://www.hardee.k12.fl.us/o/bge>
- b. Printed Copies: Provide printed copies of the SIP, and SWP information in the school's main office, parent-teacher association meetings, and other school events.
- c. Email Newsletters: Regularly send out newsletters to parents, students, and staff with links to the online documents and updates on the progress of the SIP.
- d. Mobile App: If the school has a mobile app, make sure that the SIP and related information are available there as well.
- e. Social Media: Post updates and highlights from the SIP, and SWP on the school's social media accounts to reach a wider audience.

2. Plain Language and Multiple Languages:

- a. Parent-Friendly Language: Rewrite the documents in clear and concise language that is easily understandable by parents. Avoid jargon and technical terms.
- b. Translation: Translate the documents into languages commonly spoken by the school's parent community. This can be done in collaboration with bilingual staff or external translation services.

3. Information Sessions and Workshops:

- a. Parent Information Nights: Organize informational sessions specifically for parents to present the SIP, and SWP. Use visual aids, examples, and real-world scenarios to make the content relatable.
- b. Staff Meetings: Share the information during staff meetings and professional development sessions. This keeps teachers and school staff informed and engaged in the improvement process.
- c. Student Assemblies: Hold assemblies for students, discussing how the school's initiatives will positively impact their education and learning environment.

### 3. Progress Reports:

- a. Regular Updates: Provide regular updates on the progress of the SIP, and SWP implementation through newsletters, emails, or even a dedicated section on the school's website.
- b. Visual Representation: Use charts, graphs, and infographics to visually represent the progress and impact achieved through the SIP initiatives.

By implementing this comprehensive plan, the school can ensure that the SIP, and SWP information are disseminated effectively to all stakeholders in a clear, accessible, and inclusive manner, fostering engagement and collaborative efforts toward school improvement.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

<https://www.hardee.k12.fl.us/o/bge>

Open House  
Annual title I meeting  
K-5 Orientation  
SAC Meeting  
Eat With Your Child  
Fall into Literacy (Family Reading Night)  
Proud Panther  
Aug. newsletter  
Sept. newsletter  
Oct. newsletter  
Nov. newsletter  
Vocabulary Parade  
SAC Meeting  
Veteran's Program  
Dec. newsletter  
1st Grade Program  
SAC Meeting  
Jan. newsletter  
Feb. Newsletter  
Black History Program  
Proud Panther  
Kindergarten Roundup  
SAC Meeting

K-1 Honors Assembly  
2-5 Honors Assembly  
Volunteer Tea

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

1. Curriculum Enhancement:

Curriculum Review: Conduct a thorough review of the existing curriculum to identify areas for enhancement, alignment with state standards, and opportunities for enrichment.

Enrichment Programs: Develop specialized programs for academically advanced students that offer challenging content and projects beyond the standard curriculum.

2. Extended Learning Opportunities:

Extended School Day/Year: Extend the school day or offer summer programs to provide additional learning time for students who need extra support or enrichment. K-5 after school program that runs 12 weeks

Enrichment Clubs: Art Club, Pep Squad, Student Council, Honor Society, Book Club.

3. Personalized Learning:

MTSS

Individualized Learning Plans: Develop individualized plans for students based on their learning needs, strengths, and goals.

Technology Integration: Use educational technology to offer personalized learning experiences that adapt to students' abilities and pace.

4. Differentiated Instruction:

Tiered Instruction: Implement a tiered instructional approach that differentiates instruction based on students' readiness levels, allowing for more targeted support and acceleration.

Flexible Grouping: Group students based on their skill levels, allowing for collaborative learning experiences that cater to diverse needs.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

Title I, Part A: Improving the Academic Achievement of the Disadvantaged:

1. Literacy Coaches- partial salaries
2. Resource teacher salaries
3. Extended day/year programs
4. Supplemental Materials

5. Technology
6. Professional Development activities
7. Credit recovery
8. Homeless student materials and backpacks
9. Title I Resource Teacher -Partial salary
10. % of the C.N.A. salary @ Title I schools
11. Parent involvement resources
12. I-Ready for grades K-8
13. Data Coach- Partial salary
14. VPK at WES and ZSE

Title I, Part C: Education of Migratory Children:

1. Migrant paras at HES, HJH, and HHS
2. Extended day/year programs
3. Migrant advocates at each school
4. VPK at WES and ZSE
5. Credit recovery for migrant students
6. Migrant student school supplies

Title II, Part A: Supporting Effective Instruction: T

1. Literacy Coaches at each school site-partial salaries
2. New Educator Support Course
3. Professional development geared toward teacher certification
4. Professional development for school leadership and instructional staff
5. Mentor Teachers at each school site

Title III, Part A: English Language Acquisition:

1. Imagine Learning
2. Extended day/year programs
3. Materials
4. Parent Outreach
5. Rosetta Stone

Title IV, Part A: Student Support and Academic Enrichment:

1. Check and Connect
2. STEM Labs
3. After-School Programs

Title V, Part B, Subpart 2: Rural & Low-Income Schools Program:

1. EDIS
2. Focus Assessments
3. Elevation – ELL Documentation Tool
4. District Data Coach-Partial Salary
5. ELL/Migrant Summer Program
6. Test Hound-Assessment Organizational Tool

Title IX, Part A, Homeless Education Program:

1. Advocates at school sites- Partial Salaries
2. Advocate for Data Entry and Coding-Partial Salary
3. District Student Liaison- Partial Salary

4. Backpacks and School Supplies
5. School Dress-Code T-Shirts
6. After-School/Summer Programs
7. Fees for SAT/ACT
8. Student Case Worker-Partial Salary

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

#### 1. School-Based Mental Health Services:

Counseling Staff: Employ qualified counselors who provide individual and group counseling to address students' emotional and psychological needs.

Mental Health- A licensed social worker is at school one day per week.

Referral System: Establish a referral system to connect students with external mental health professionals when needed.

#### 2. Specialized Support Services:

Individualized Education Plans (IEPs): Develop IEPs for students with special needs, outlining personalized strategies and accommodations to support their learning and development.

504 Plans: Create 504 plans for students with disabilities that specify necessary accommodations and support services.

#### 3. Mentoring Services:

Peer Mentoring: Develop peer mentoring programs where older students provide guidance, support, and positive role modeling to younger students.

Adult Mentoring: Partner with community organizations to offer adult mentoring programs that provide students with additional guidance and support.

#### 4. Social-Emotional Learning (SEL) Programs:

SEL Curriculum: Integrate social-emotional learning into the curriculum to enhance students' emotional intelligence, self-awareness, and interpersonal skills.

Conflict Resolution: Offer training in conflict resolution, communication, and relationship-building skills to empower students to manage interpersonal challenges.

#### 5. Multi-Tiered System of Supports (MTSS):

Tiered Interventions: Implement a MTSS framework that provides different levels of support to address students' diverse needs, ranging from universal strategies to targeted interventions.



Data-Driven Interventions: Use student data to identify those who may benefit from additional support and tailor interventions accordingly.

By implementing these strategies, the school can create a supportive environment that addresses students' non-academic needs, fosters their social-emotional development, and enhances their overall well-being. This comprehensive approach aligns with ESSA guidelines and ensures that students receive the necessary support to thrive both academically and personally.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

N/A

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

#### 1. Multi-Tiered System of Supports (MTSS):

Universal Tier (Tier 1): Implement schoolwide strategies that promote positive behavior and prevent problems for all students. This includes creating a positive school culture, establishing behavioral expectations, and offering social-emotional learning (SEL) programs.

Targeted Tier (Tier 2): Provide additional support to students who may be at risk for problem behavior. Offer small-group interventions, social skills training, and mentoring programs to address emerging issues.

Intensive Tier (Tier 3): Implement highly individualized interventions for students with chronic or severe behavior challenges. Develop behavior intervention plans (BIPs) and provide specialized counseling and support services.

Each grade level has a 30 minute MTSS block built into their schedule.

#### 2. Early Intervening Services:

Data Analysis: Use data to identify students who may benefit from early intervening services. This data can include academic, attendance, and behavior records.

Referral Process: Establish a clear process for referring students for early intervention services. Collaborate with teachers, counselors, and parents to identify students in need.

Evidence-Based Interventions: Implement evidence-based strategies and interventions to address behavior issues early, preventing escalation and the need for more intensive interventions.

#### 3. Coordination with IDEA:

Special Education Team Collaboration: Ensure collaboration between the special education team and general education staff to align support strategies for students with disabilities.

Individualized Education Plans (IEPs): Coordinate with the special education team to ensure that students' IEPs address both academic and behavioral goals and that interventions are consistent across

settings.

#### 4. Professional Development:

**Behavioral Strategies Training:** Provide training for teachers and staff on effective behavioral strategies, classroom management techniques, and positive behavior reinforcement.

**Response to Intervention (RTI) Training:** Train staff on the MTSS platform Branching Minds and the principles of early intervening services to ensure consistency in implementation.

By implementing this comprehensive plan, the school can effectively prevent and address problem behavior through a tiered system of supports, early intervening services, and coordination with IDEA. This approach ensures that all students receive the necessary support to succeed academically and behaviorally, creating a positive and inclusive learning environment.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

#### 1. Data-Driven Instructional Improvement:

**Data Analysis Workshops:** Provide training on how to effectively analyze academic assessment data to identify student strengths and areas for improvement.

**Using Data for Differentiation:** Train teachers on using assessment data to tailor instruction to individual student needs, offering targeted support and enrichment.

#### 2. Instructional Strategies Enhancement:

**Effective Teaching Techniques:** Conduct workshops on evidence-based teaching strategies, active learning, differentiated instruction, and student engagement.

**Technology Integration:** Provide training on integrating technology tools and digital resources to enhance instruction and personalized learning.

#### 3. Professional Learning Communities (PLCs):

**Subject/Grade-Level PLCs:** Facilitate regular meetings where teachers collaborate to share best practices, analyze data, and discuss instructional strategies.

**Data-Driven Discussions:** Encourage PLCs to discuss assessment results and use data to inform instructional decisions and interventions.

#### 4. High-Need Subject Support:

**Subject-Specific Training:** Offer specialized training for teachers in high-need subjects, addressing subject-specific pedagogy and strategies.

**Content Experts:** Invite guest speakers or experts in high-need subjects to conduct workshops and provide insights.

#### 5. Mentoring and Peer Observation:

Peer Coaching: Implement a peer observation and coaching program where experienced teachers mentor and provide feedback to their colleagues.

Cross-Grade Collaboration: Facilitate observations and collaboration among teachers of different grades and subjects to share effective practices.

#### 6. Recruitment and Retention Strategies:

Teacher Recruitment Fairs: Organize events where potential teachers can learn about the school's environment and opportunities.

Loan Forgiveness Programs: Provide information on loan forgiveness programs for teachers who commit to teaching in high-need subjects.

Teacher Recognition: Recognize and celebrate effective teachers through awards and public acknowledgments.

#### 7. Professional Development Days:

Customized Workshops: Plan professional development days that focus on specific needs identified by teachers, such as classroom management, student engagement, or curriculum alignment.

External Experts: Bring in external experts or consultants to provide specialized training on relevant topics.

#### 8. Teacher Leadership Development:

Teacher Leaders Program: Establish a program that identifies and develops teacher leaders who can facilitate professional learning and lead school improvement efforts.

#### 9. Continuous Learning Opportunities:

Online Courses and Webinars: Offer online courses and webinars that teachers can access on their own time to deepen their knowledge and skills.

Conference Attendance: Support teachers in attending education conferences where they can learn from experts and exchange ideas with peers.

By implementing this plan, the school can provide targeted professional learning opportunities that enhance instruction, use of data, and teacher effectiveness. This approach contributes to improved student outcomes and creates an environment that attracts and retains effective educators, particularly in high-need subjects.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Kindergarten Round-Up

RMCA and East Coast Migrant bring their incoming Kindergarten students to visit our Kindergarten classrooms.

Our Kindergarten teachers go to RMCA and East Coast Migrant to talk to parents during the day and at night.

## Budget to Support Areas of Focus

**Part VII: Budget to Support Areas of Focus**

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No